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ABSTRACT

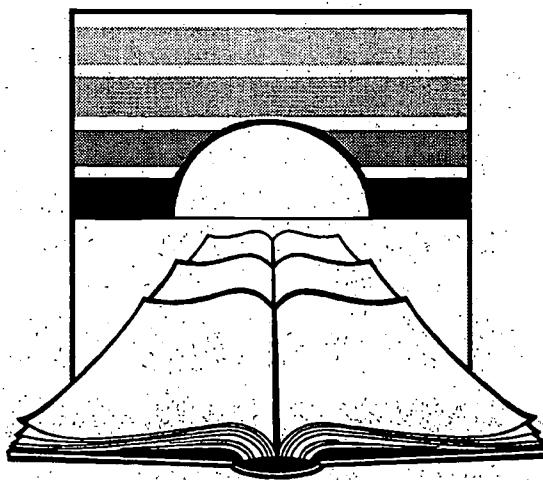
Documenting the 1998 fall session, this report provides resolutions considered by the Academic Senate for the California Community Colleges. The resolutions that passed are divided into the following sections: (1) academic senate; (2) accreditation; (3) affirmative action/cultural diversity; (4) articulation and transfer; (5) budget and finance; (6) state and legislative issues; (7) consultation with the Chancellor's office; (8) counseling; (9) curriculum; (10) disciplines list; (11) technology; (12) faculty development; (13) general concerns; (14) grading; (15) intersegmental issues; (16) library and learning resources; (17) local senates; (18) matriculation; (19) professional standards; and (20) students. The remaining sections of the report include resolutions that were referred, failed, moot, withdrawn, and tabled. The report also provides a list of delegates. Appendices include documents concerning occupational certificate programs, skills award programs, and changes to "Effective Participation in District and College Governance." (AS)

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30th FALL SESSION RESOLUTIONS

Los Angeles Airport Westin Hotel
October 29 - 31, 1998



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*Academic Senate
for
California Community Colleges*

1

ACADEMIC SENATE RESOLUTION PROCESS OVERVIEW

In order to assure that deliberations are organized, effective, and meaningful, the Academic Senate uses the following resolution procedure:

- A. Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the Pre-Session Area Meetings for review.
- B. Amendments and new pre-session resolutions are generated in the Area Meetings.
- C. The Resolutions Committee meets to review all pre-session resolutions and combine, re-word, append, or render moot these resolutions as necessary.
- D. Members of the Senate meet during the session in topic breakouts and give thoughtful consideration to the need for new resolutions and/or amendments.
- E. After all Session presentations are finished each day, members meet during the resolution breakouts to discuss the need for new resolutions and/or amendments. These resolution writing sessions are organized by topic to facilitate discussion. Each resolution or amendment must be submitted to the Resolutions Chair before the posted deadlines each day. There are also Area meetings at the Session for discussing, writing, and amending resolutions.
- F. New resolutions submitted on the second day of session are held to the next session unless the resolution is declared urgent by the Executive Committee.
- G. The Resolutions Committee meets again to review all resolutions and amendments and to combine, re-word, append, or render moot the resolutions as necessary.
- H. The resolutions are discussed and voted upon in the general sessions on the last day of the Plenary Session.

RESOLUTIONS COMMITTEE

Edith Conn, Chair
Daniel Bahner, Crafton Hills College
Marilyn Fry, Coastline College
Ann Holliday, Coastline College
Julie Adams, Academic Senate

With special thanks to Evelyn Weiss, Golden West College

EXPLANATION OF TERMS

MSC Moved, Seconded, Carried
MSF Moved, Seconded, Failed
MSU Moved, Seconded, Unanimous
MSR Moved, Seconded, Referred

Please Note:

- 1. Supporting documents relating to the resolutions are available from the Academic Senate Office or via the Academic Senate Website.
- 2. Complete resolution procedures are available from the Senate Office.

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For further information contact the Academic Senate Office.*

**ACADEMIC SENATE
FOR
CALIFORNIA COMMUNITY COLLEGES**

1997-98 EXECUTIVE COMMITTEE

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Vice President: Lee Haggerty, Saddleback College
Secretary: Linda Collins, Los Medanos College
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Past-President: Janis Perry, Santiago Canyon College

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Table of Contents

ADOPTED RESOLUTIONS SECTION 1

| | |
|---|-----------|
| 1. Academic Senate | 1 |
| 1.01 F98 Part-time Faculty Participation on the Executive Committee | 1 |
| 1.02 F98 Part-time Faculty Participation on the Executive Committee | 1 |
| 1.04 F98 Local Senates Support of Resolutions | 2 |
| 1.05 F98 Geocluster Reorganization | 3 |
| 1.06 F98 Publish Session Dates | 4 |
| 1.07 F98 Reaffirm Censure Resolution 1.06 S98 | 4 |
| 1.09 F98 Part-time Faculty | 5 |
| 1.10 F98 Author Credit | 5 |
| 2. Accreditation | |
| 3. Affirmative Action/Cultural Diversity | 6 |
| 3.01 F98 Chancellor's Office Salary and Staffing Reports | 6 |
| 3.02 F98 Training for Faculty | 7 |
| 4. Articulation and Transfer | 8 |
| 4.01 F98 Articulation Officer and Transfer Center Director | 8 |
| 5. Budget and Finance | 9 |
| 5.01 F98 Distribution of Partnership for Excellence Funds | 9 |
| 5.02 F98 Budget Change Proposal for Administrative Participation in Governance .. | 10 |
| 5.04 F98 Full-time Faculty for Noncredit | 11 |
| 5.05 F98 Oppose Performance Based Funding | 12 |
| 5.06 F98 Funding for Direct District Educational Activities | 13 |
| 6. State and Legislative Issues | 14 |
| 6.01 F98 Support Proposition 5 - Indian Gaming | 14 |
| 6.02 F98 Opposition to Proposition 9 - The Electric Utility Proposition | 15 |
| 6.03 F98 Resolution to Support Proposition 1A | 16 |
| 6.04 F98 Education Code Protections | 17 |
| 6.05 F98 Opposition to Proposition 8 | 18 |
| 7. Consultation with the Chancellor's Office | 19 |
| 7.01 F98 Chancellor's Office Proposed Legislative Process | 19 |
| 8. Counseling | |
| 9. Curriculum | 20 |
| 9.01 F98 Certificates Proposal | 20 |

| | |
|--|------------------|
| 10. Disciplines List | |
| 11. Technology | |
| 12. Faculty Development | |
| 13. General Concerns | 21 |
| 13.01 F98 Associate of Applied Science Degree | 21 |
| 14. Grading | |
| 15. Intersegmental Issues | |
| 16. Library and Learning Resources | |
| 17. Local Senates | 22 |
| 17.01 F98 Guidelines and Technical Assistance for Collegial Consultation | 22 |
| 17.03 F98 Shared Governance | 23 |
| 18. Matriculation | |
| 19. Professional Standards | 24 |
| 19.01 F98 Roll-over Contracts | 24 |
| 19.02 F98 Faculty Perspective of the Future | 25 |
| 19.03 F98 Retirement Replacements | 27 |
| 19.04 F98 75/25 Ratio | 27 |
| 19.07 F98 Part-time Faculty Office Facilities | 28 |
| 19.08 F98 Faculty Ethics | 28 |
| 20. Students | 29 |
| 20.01 F98 Fees Impact Study | 29 |
| 20.02 F98 CalWORKs | 30 |
| 20.04 F98 Honors Programs | 31 |
| 20.05 F98 Workbased Learning | 32 |
| REFERRED RESOLUTIONS | SECTION 2 |
| 9.02.R F98 Granting Alternative Associate Degrees | 33 |
| 9.03.R F98 Certificate Approval Process | 34 |
| 17.02.R F98 Scheduling Decisions | 34 |

| | |
|--|------------------|
| FAILED RESOLUTIONS | SECTION 3 |
| 1.01.01 F98 Substitute for 1.01 - Part-time Faculty on the Executive Committee . . . | 35 |
| 1.08 F98 Avoidance of “Loaded Words” | 35 |
| 5.01.01 F98 Amendment to Resolution 5.01 - Distribution of Partnership for Excellence Funds | 36 |
| 5.03 F98 Partnership for Excellence Money for New Full-time Faculty Hires . . . | 36 |
| 6.06 F98 State Propositions | 37 |
| 10.01 F98 Disciplines List | 37 |
| 10.02 F98 Frequency of Review of Minimum Qualifications | 38 |
| 19.05 F98 Single Course Equivalency | 39 |
| 19.06 F98 Access to the Interview Process | 40 |
| 20.03 F98 Underprepared Students | 40 |
| MOOT RESOLUTIONS | SECTION 4 |
| 1.03 F98 Part-time Faculty Involvement in Governance | 41 |
| ACRONYMS | SECTION 5 |
| LIST OF DELEGATES | SECTION 6 |
| APPENDICES | SECTION 7 |

SECTION 1

Adopted Resolutions

1998 FALL SESSION RESOLUTIONS

1. Academic Senate

- 1.01 F98 **Part-time Faculty Participation on the Executive Committee**
Janis Perry, Santiago Canyon College, Educational Policies Committee

Be it resolved that the Academic Senate for California Community Colleges adopt the paper "Participation of Part-time Faculty on the Executive Committee of the Academic Senate for California Community Colleges."

MSC Disposition: COFO

- 1.02. F98 **Part-time Faculty Participation on the Executive Committee**
Hoke Simpson, Grossmont College

Be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to develop a program to address and rectify the lack of academic equity for part-time faculty. This program will involve:

1. Research and the collection of data in an effort to determine the best practices for integrating part-time faculty into local institutional processes and to determine which California community colleges do or do not employ those practices;
2. Development of a proactive program, similar to the Technical Assistance program, whereby Academic Senate representatives assist local senates in their efforts to implement these best practices;
3. Development of a proactive program for integrating part-time faculty into the statewide Academic Senate, which may include but not be limited to establishing a part-time faculty liaison to the Executive Committee from a statewide representative part-time faculty association; and
4. Implementation of those measures recommended in the paper "Participation of Part-time Faculty on the Executive Committee of the Academic Senate for California Community Colleges"; and

Be it further resolved that the Academic Senate for California Community Colleges direct the Executive Committee to submit its program and a progress report to the 1999 Spring Plenary Session.

MSU Disposition: Executive Committee

1998 FALL SESSION RESOLUTIONS

1.04 F98 **Local Senates Support of Resolutions** **Fran Manion, Santa Monica College, Area C**

Whereas the Academic Senate for California Community Colleges regularly adopts resolutions regarding academic and professional matters, and

Whereas the Academic Senate for California Community Colleges' resolutions are not always implemented at the local levels, thereby negating the power and force of the resolutions, and

Whereas the strength of the adopted resolutions passed depends on local implementation,

Therefore be it resolved that the Academic Senate for California Community Colleges urge local academic senate presidents to

- a. inform and educate themselves about the resolutions adopted at fall and spring plenary sessions, and
- b. enforce and implement these resolutions on their campuses, and
- c. use, as needed, the resources and support provided by the Academic Senate for local education and implementation of Academic Senate resolutions; such resources include, but are not limited to, ombudsperson, technical assistance program at different levels, focused workshops, and the summer leadership institute, and

Be it further resolved that the Academic Senate for California Community Colleges direct the Executive Committee to continue to advocate vigorously for Academic Senate positions with elected state leaders, the Board of Governors, Chancellor's Office staff, the Legislature, and state agencies and groups.

MSC Disposition: Local Senates

1998 FALL SESSION RESOLUTIONS

1.05 F98 **Geocluster Reorganization** **George Carlson, Citrus College, Area C**

Whereas the original reason for geoclusters has largely been superseded by a variety of electronic communication methods, including e-mail, the Internet, teleconferencing, voice mail, and other means, and

Whereas very few geoclusters meet except as part of their areas, and

Whereas area structure could be enhanced with more area representatives who have specific duties, such as arranging for and conducting meetings, in contrast to North and South representatives, who have no specific duties, and

Whereas local academic senates' need for advice and help seems to be met by electronic means and/or by technical assistance,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to develop a reorganization plan to be submitted to the 1999 Spring Plenary Session, and

Be it further resolved that the Academic Senate for California Community Colleges direct the Executive Committee to consider the following as part of that reorganization plan:

- 1) expand the four areas to six areas;
- 2) eliminate the positions of North and South representatives, thus keeping the Executive Committee number the same; and
- 3) eliminate the current geocluster structure but maintain current geographic representation on the Relations with Local Senates Committee.

MSC Disposition: Executive Committee

1998 FALL SESSION RESOLUTIONS

1.06 F98 **Publish Session Dates**
Edith Conn, Ventura College, Area C

Whereas the Academic Senate for California Community Colleges has a five-year contract specifying the dates and hotels for its upcoming Sessions, but these dates are not widely publicized, and

Whereas this year (Fall 1998) two major statewide organizations, California Association of Postsecondary Education and Disability and English Council of California Two-Year Colleges, both have conferences on the exact dates of the Senate 1998 Fall Plenary Session, causing problems for both organizations,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to publicize, if possible, the dates of future Fall and Spring Plenary Sessions of the Academic Senate for the next three years in the *Rostrum* and at the Academic Senate plenary sessions.

MSU Disposition: CAPED, ECCTYC, Executive Committee

1.07 F98 **Reaffirm Censure Resolution 1.06 S98**
Hugh Platt, Cuesta College, Area C

Be it resolved that the Academic Senate for California Community Colleges reaffirm its support of Resolution 1.06 S98 asking the Executive Committee to develop a censure process, and

Be it further resolved that the Academic Senate for California Community Colleges direct the Executive Committee to develop this censure process as soon as possible and to publicize censure action in the *Rostrum* and on the Senate Website.

MSC Disposition: Executive Committee

1998 FALL SESSION RESOLUTIONS

- 1.09 F98 **Part-time Faculty**
Robert Putman, Santiago Canyon College

Whereas representation of part-time faculty is vital for the Academic Senate for California Community Colleges to fulfill its academic and professional mission,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to create a new standing committee for part-time issues composed of a majority of part-time faculty from around the state.

MSC Disposition: Executive Committee

- 1.10 F98 **Author Credit**
David A. Balogh, Cabrillo College

Whereas resolutions are sometimes authored by a person other than a voting delegate,

Therefore be it resolved that the Academic Senate for California Community Colleges change its resolution writing procedure so that any session attendee can move a resolution as long as the resolution has four voting delegate seconders.

MSU Disposition: Executive Committee

1998 FALL SESSION RESOLUTIONS

3. Affirmative Action/Cultural Diversity

3.01 F98 Chancellor's Office Salary and Staffing Reports Lina Chen, Los Angeles Trade Technical College, AA/CD Committee

Whereas Title 5 requires each California community college to submit a staffing and salary report, and

Whereas the local academic senates should be, but often are not, aware of the statistics in that report, and

Whereas the current Chancellor's Office staffing and salary report is often unreadable and not understandable,

Therefore be it resolved that the Academic Senate for California Community Colleges work with the Chancellor's Office to develop a new clear and readable mechanism for reporting salary and staffing information, and

Be it further resolved that the Academic Senate for California Community Colleges urge the Chancellor's Office to provide local academic senates with the statewide staffing and salary report in both electronic and printed formats, and

Be it further resolved that the Academic Senate for California Community Colleges work with the Chancellor's Office to require local academic senate president signoff on the college's staffing and salary data before it is submitted in order to verify the report's accuracy, and

Be it finally resolved that the Academic Senate for California Community Colleges urge local academic senates to make the annual staffing and salary report available to college faculty through copies in the library and through electronic media.

MSU Disposition: Chancellor's Office, Executive Committee

1998 FALL SESSION RESOLUTIONS

3.02 F98 **Training for Faculty**
Sue Chappell, Merced College

Whereas many faculty serving on community college hiring committees have little affirmative action training in current laws and procedures, and

Whereas, despite a widespread belief that Proposition 209 nullified affirmative action, current laws and regulations still require such training,

Therefore be it resolved that the Academic Senate for California Community Colleges reaffirm its support of adequate and effective affirmative action training for faculty serving on hiring committees, and

Be it further resolved that the Academic Senate for California Community Colleges urge local senate presidents to monitor hiring committees to ensure that hiring committees include only faculty who are adequately trained in affirmative action regulations, procedures, and laws, and

Be it further resolved that the Academic Senate for California Community Colleges urge local senate presidents to work with their Affirmative Action Officers to develop affirmative action workshops and other training opportunities for faculty, and

Be it finally resolved that the Academic Senate for California Community Colleges work with the Chancellor's Office and appropriate affirmative action organizations to develop a model for affirmative action training for faculty serving on hiring committees.

MSC Disposition: Affirmative Action Officers, Chancellor's Office, Chief Human Resources Officers, Local Senates, Executive Committee

1998 FALL SESSION RESOLUTIONS

4. Articulation and Transfer

4.01 F98 Articulation Officer and Transfer Center Director Loretta Hernandez, Laney College

Whereas the University of California and California Community Colleges systems have entered into a Memorandum of Understanding (MOU) to increase transfers to the University of California, and

Whereas the MOU has specified that more attention be paid to articulation, and

Whereas current proposed Budget Change Proposals (BCPs) encourage partnerships,

Therefore be it resolved that the Academic Senate for California Community Colleges recommend to local senates that the positions of Articulation Officer and Transfer Center Director be faculty positions, and

Be it further resolved that the Academic Senate for California Community Colleges urge local senates that the positions of Articulation Officer and Transfer Center Director be full-time or, in cases of smaller colleges, at least a fifty percent assignment.

MSC Disposition: Local Senates

1998 FALL SESSION RESOLUTIONS

5. Budget and Finance

5.01 F98 **Distribution of Partnership for Excellence Funds** **Mark Snowwhite, Crafton Hills College, Basic Skills Ad Hoc Committee**

Whereas the legislation establishing the Partnership for Excellence states that the funds are to be for "program enhancement that will improve student success and make progress toward the system goals," and

Whereas local boards of trustees must consult collegially with local senates on matters of student success, and

Whereas some districts are using the Partnership for Excellence money to balance the budget or increase reserves,

Therefore be it resolved that the Academic Senate for California Community Colleges urge local academic senates to insist that their boards of trustees ensure that Partnership for Excellence money be used only to fund activities clearly related to student success, and

Be it further resolved that the Academic Senate for California Community Colleges urge local academic senates to insist that, since policies and processes for student success, budget development, and institutional planning are defined as academic and professional matters in Title 5, these activities related to student success be agreed upon in collegial consultation with the local academic senates.

MSU Disposition: Boards of Trustees, CEO's, Chancellor's Office, Local Senates

1998 FALL SESSION RESOLUTIONS

- 5.02 F98 **Budget Change Proposal for Administrative Participation in Governance**
Linda Collins, Los Medanos College, Executive Committee

Whereas the Chancellor's Office has proposed a Budget Change Proposal for 1999-2000 requesting \$565,000 to reimburse districts for the cost of participation in state-level community college governance for administrators and staff, and historically this cost has been borne by districts as part of the responsibility for which they are given apportionment dollars, and

Whereas districts currently pay one percent of their budgets in membership dues to the Community College League of California, which represents trustees and Chief Executive Officers statewide, and thus sizeable Proposition 98 funds are already committed to cover administrative participation, and districts do not have to pay costs of substitutes for classes so that administrators can attend meetings, and

Whereas the chronic underfunding of California community colleges has left a legacy of lowered access, increased fees, and unmet student needs, such as instruction, instructional services, and student services, and it does not seem justified to use one-half million more of scarce apportionment dollars for nonstudent needs, and

Whereas this Budget Change Proposal, unlike others proposed for 1999-2000, was not endorsed by the Consultation Council,

Therefore be it resolved that the Academic Senate for California Community Colleges oppose funding the Budget Change Proposal to use Proposition 98 dollars to reimburse districts for administrative participation in state-level governance, and

Be it further resolved that the Academic Senate for California Community Colleges urge the Board of Governors to withdraw from consideration the 1999-2000 Budget Change Proposal for administrative participation in California Community College governance.

MSU Disposition: Board of Governors, CCLC, Chancellor's Office

1998 FALL SESSION RESOLUTIONS

**5.04 F98 Full-time Faculty for Noncredit
Jane Sneed, City College of San Francisco**

Whereas ten percent of California community colleges' FTES is provided through noncredit courses, and

Whereas there is currently a \$40 million Budget Change Proposal for hiring full-time faculty in credit programs for 1999-2000, and

Whereas there is a plan for the California Community Colleges to continue to request a Budget Change Proposal of \$40 million in each of the next 5 years to hire full-time credit faculty for a total of \$200 million,

Therefore be it resolved that the Academic Senate for California Community Colleges request that the Board of Governors include a \$4 million Budget Change Proposal for the fiscal year 1999 - 2000 in the system proposal to fund the hiring of noncredit full-time faculty, and

Be it further resolved that the Academic Senate for California Community Colleges continue to request a \$4 million Budget Change Proposal for each of the following 4 years for a total of \$20 million directed towards the hiring of full-time noncredit faculty.

**MSC Disposition: ACCE, Board of Governors, Chancellor's Office,
COFO, Executive Committee**

1998 FALL SESSION RESOLUTIONS

5.05 **F98 Oppose Performance Based Funding**
Linda Collins, Los Medanos College

Whereas the Partnership for Excellence will be funded on an FTES basis for the first three years for progress on system goals, but the Legislature gave the Board of Governors the responsibility to establish a district-specific funding mechanism after that time, and

Whereas the Academic Senate for California Community Colleges has opposed performance-based funding because it could create negative institutional pressures on academic rigor and lead to an inequitable distribution of state resources,

Therefore be it resolved that the Academic Senate for California Community Colleges reaffirm its opposition to performance-based funding as a means of distributing educational resources, and

Be it further resolved that the Academic Senate for California Community Colleges work with other organizations to educate the Legislature and the new Governor about the negative educational implications of this approach, and

Be it finally resolved that Academic Senate for California Community Colleges work to remove the possibility that Partnership for Excellence Funds will be distributed on a district-specific basis in three years.

**MSU Disposition: Board of Governors, Governor, ICAS, Legislature,
Chancellor's Office, COFO, Executive Committee**

1998 FALL SESSION RESOLUTIONS

5.06 F98 Funding for Direct District Educational Activities
Jane Sneed, City of San Francisco

Whereas California community colleges continue to be underfunded, and

Whereas students receive most benefit from direct contact through either instruction or student services, and

Whereas the primary goal of the California community colleges is to enhance student learning, and

Whereas local assistance dollars (Proposition 98 money) are intended to be spent only on local district educational activities,

Therefore be it resolved that the Academic Senate for California Community Colleges urge the Chancellor's Office to expend Proposition 98 monies for noncredit education/adult education only for those activities that directly support student education.

Be it further resolved that the Academic Senate for California Community Colleges support the position that educational activities slated to improve student learning and outcomes be focused on student contact.

MSU Disposition: Board of Governors, CCLC, Chancellor's Office, COFO

1998 FALL SESSION RESOLUTIONS

6. State and Legislative Issues

6.01 F98 Support Proposition 5 - Indian Gaming Neelam Canto-Lugo, Yuba College, AA/CD Committee

Whereas the Academic Senate for California Community Colleges has always been committed to student access and success, and

Whereas Indian Tribal Councils in southern California, such as the Morongo, Soboba, and Pechanga, use funds from gaming to support California community college student access and success, and

Whereas Indian Reservations have legally and historically been under federal jurisdiction and independent of state jurisdiction, and

Whereas Proposition 5 would reaffirm tribal independence and would enable Tribal Councils to fund even more students to attend California community colleges, and the passage of Proposition 5 would help end the long, shameful paternalism of treating indigenous people as incompetent to manage their own affairs, as evident in the anti-Proposition 5 television advisements,

Therefore be it further resolved that the Academic Senate for California Community Colleges encourage local academic senates to support the concepts in Proposition 5 in the November 1998 election, and

Be it further resolved that the Academic Senate for California Community Colleges support Indian Tribal self-determination, including their funding of Indian students attending California community colleges, by supporting the concepts as expressed in Proposition 5 in the November 1998 election.

MSC Disposition: Fall 1998 Plenary Session Delegates

1998 FALL SESSION RESOLUTIONS

6.02 **F98 Opposition to Proposition 9 - The Electric Utility Proposition**
Janis Perry, Santiago Canyon College, Executive Committee

Whereas the Legislative Analyst Office and Department of Finance have concluded that the net impact of Proposition 9 on state government revenues would be annual reductions in the range of \$100 million per year from 1998-99 through 2001-02, meaning that under Proposition 98 the minimum funding guarantee for K-14 education could decline by about one-half of the amount of annual revenue reductions, and

Whereas Proposition 9 could also create a \$6 billion hole in the state budget, resulting in significant reductions in funding to local government and other critical services including education and impairing the ability to secure low-cost financing for local education bonds, and

Whereas Proposition 9 would have a devastating effect on those services and programs dependent upon State General Fund revenues, reducing revenues available to public education, and

Whereas Proposition 9 is poorly written, misguided, misleading, flawed, and costly and will only serve to eliminate choice and competition and will negatively affect the funding of public education,

Therefore be it resolved that the Academic Senate for California Community Colleges oppose Proposition 9 (the 1998 Electric Utility Proposition), and

Be it further resolved that the Academic Senate for California Community Colleges urge other public education organizations and entities (such as Community College Council/California Federation of Teachers, Association of California Community College Administrators, Community College League of California, Community College Association/California Teachers Association, the California State University, and the University of California) to also oppose Proposition 9.

MSC Disposition: Fall 1998 Plenary Session Delegates

1998 FALL SESSION RESOLUTIONS

**6.03 F98 Resolution to Support Proposition 1A
Lee Haggerty, Saddleback College, Area D**

Whereas Proposition 1A provides money for school districts to buy land and construct buildings, and

Whereas Proposition 1A provides \$2.5 billion for facilities for higher education, including community colleges,

Therefore be it resolved that the Academic Senate for California Community Colleges support Proposition 1A.

MSU Disposition: Fall 1998 Plenary Session Delegates

1998 FALL SESSION RESOLUTIONS

6.04 F98 **Education Code Protections**
Linda Collins, Los Medanos College

Whereas there are external calls to sunset the portions of the Education Code dealing with California community colleges, and

Whereas the Chancellor has established a Consultation Task Force to review and suggest revisions of the Education Code and is working toward a consensus position on these matters, and

Whereas there is a commitment to simplify the Education Code and move sections from the Education Code into Title 5, which has the force of law but can be changed by a vote of the Board of Governors,

Therefore be it resolved that the Academic Senate for California Community Colleges work with other faculty organizations to ensure that proposed legislation to revise the California Education Code preserve and expand protections for tenure, due process, academic freedom, and other faculty and student rights currently enshrined in Code, and

Be it further resolved that the Academic Senate for California Community Colleges direct the Executive Committee to ensure that Education Code provisions regarding academic standards and the role of the academic senates be maintained in Education Code rather than in Title 5, and

Be it finally resolved that the Academic Senate for California Community Colleges work with other consultation groups to maintain in the Education Code the current commitment to the system-level consultation process and to the continued role of the Academic Senate for the California Community Colleges in creating and maintaining educational policy.

MSU Disposition: Board of Governors, Chancellor's Office, COFO,
 Consultation Council, Governor, Legislature, Executive Committee

1998 FALL SESSION RESOLUTIONS

6.05 F98 Opposition to Proposition 8
Mary Ann Pacheco, Rio Hondo College

Whereas Proposition 8 would divert much needed funds from the K-12 schools for non-instructional purposes and create a new state bureaucracy, and

Whereas Proposition 8 would create local parent school site councils empowered to determine separate curricula at each site, and

Whereas Proposition 8 ignores current state efforts to establish standards and assessments for K-12 education, and

Whereas passage of Proposition 8 would wreak havoc in community colleges as students completing a plethora of curricula and meeting different standards move into college classes,

Therefore be it resolved that the Academic Senate for California Community Colleges oppose Proposition 8, and

Be it further resolved that the Academic Senate for California Community Colleges urge all community college constituencies to work against the passage of Proposition 8.

MSU Disposition: Fall 1998 Plenary Session Delegates

1998 FALL SESSION RESOLUTIONS

7. Consultation with the Chancellor's Office

7.01 F98 Chancellor's Office Proposed Legislative Process Lee Haggerty, Saddleback College, Executive Committee

Whereas the Academic Senate for California Community Colleges supports the concept of shared governance within California community colleges, and

Whereas the Chancellor's Office's newly proposed legislative process would violate the principles of shared governance by permitting the Chancellor's Office to unilaterally make decisions on legislative positions (supporting or opposing bills), and

Whereas the Chancellor's Office's newly proposed legislative process would require all other groups, except the Chancellor's Office, to bring their legislative positions to the Consultation Council for approval, and

Whereas the Chancellor's Office's newly proposed legislative process permits the Chancellor's Office to make decisions on legislative positions independent of the Board of Governors,

Therefore be it resolved that the Academic Senate for California Community Colleges oppose the Chancellor's Office's newly proposed legislative process.

Be it further resolved that the Academic Senate for California Community Colleges continue to oppose any legislation proposed by the Chancellor's Office whenever that proposed legislation has not gone through the Consultation process.

MSC Disposition: Board of Governors, Chancellor's Office, Executive Committee

1998 FALL SESSION RESOLUTIONS

9. Curriculum

9.01. F98 Certificates Wes Bryan, Golden West College

Whereas a number of faculty and CCCAOE presented information at the Certificates breakout during the 1998 Fall Plenary Session, and

Whereas conflicting issues and inadequate information prevented the delegates from defining and resolving the issues, including the term "skills awards," the reference to a regional coordination structure, inadequate distinction between credit and noncredit programs, and incomplete guidelines,

Therefore be it resolved that the Academic Senate for California Community Colleges refer the "Occupational Certificate Programs" (see Appendix A) to the Executive Committee for:

1. wider input from the field, specifically from occupational educators and CIOs;
2. inclusion of additional suggestions within the body of the proposal;
3. wide distribution of the resultant proposal to all state associations affected by the proposal;
4. return of the proposal to the 1999 Spring Plenary Session.

MSU Disposition: CCCAOE, CIOs, Joint Advisory Committee on Vocational Education, Chancellor's Office, Local Senates, Executive Committee

1998 FALL SESSION RESOLUTIONS

13. General Concerns

13.01 F98 Associate of Applied Science Degree Louise Gallan, Palo Verde College

Whereas the California Code of Regulations defines requirements for all Associate degrees, and the provisions for Title 5 §55806 set forth identical criteria for the Associate of Arts and the Associate of Science degrees, and

Whereas there is little consistency in the requirements for the Associate of Arts and the Associate of Science degrees among the California community colleges, and

Whereas Title 5 fails to set forth hours of contact or content requirements for Certificates of Achievement, and there is a need to recognize and strengthen the value of vocational education, and

Whereas the lack of general education requirements in Certificates of Achievement is the basis for differentiating between vocational training and vocational education,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to study the feasibility of introducing an Associate of Applied Science degree and report the results at the Fall 1999 Plenary Session.

MSC Disposition: CCCAOE, CEOs, CIOs, Chancellor's Office, Executive Committee

1998 FALL SESSION RESOLUTIONS

17. Local Senates

17.01 F98 Guidelines and Technical Assistance for Collegial Consultation Lee Haggerty, Saddleback College, Executive Committee

Whereas strengthening the role of academic senates is a key tenet of AB1725, and

Whereas collegial consultation on academic and professional matters is an essential mechanism for academic senates to ensure appropriate participation of faculty in district and college governance, and

Whereas collegial consultation requires regular and diligent attention from local academic senates,

Therefore be it resolved that the Academic Senate for California Community Colleges adopt the guidelines "Effective Participation in District and College Governance" and the process outlined in "Assistance to Assure Effective Participation in District and College Governance"(as amended—see Appendix B).

Be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to incorporate in the Education Code (currently under revision) appropriate parts of the document "Participating Effectively in District and College Governance."

MSU Disposition: CEOs, CIOs, Local Boards of Trustees, Local Senates, Executive Committee

1998 FALL SESSION RESOLUTIONS

17.03 F98 Shared Governance
Joe Bonanno, El Camino College, Area C

Whereas shared governance as promulgated by AB 1725 and Title 5 is not being practiced by many California community colleges,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to request that the Chancellor and the Board of Governors send regular notices to all local Chief Executive Officers (CEOs) and local boards of trustees that shared governance as defined in AB 1725 and in Title 5 is still in force and that local boards of trustees and CEOs must seek consultation and participation from their local academic senates in all areas of academic and professional matters.

MSU Disposition: Board of Governors, Chancellor's Office, CEOs, Local Boards of Trustees, Local Senates, Executive Committee

1998 FALL SESSION RESOLUTIONS

19. Professional Standards

19.01 F98 Roll-over Contracts

Janis Perry, Santiago Canyon College, Executive Committee

Whereas the use of roll-over contracts would imperil the commitment of the California Community Colleges to a system of earned tenure grounded in peer review, due process, and academic freedom, and

Whereas the Academic Senate for California Community Colleges has not historically engaged in positions on matters that are collectively bargained and has historically deferred to collective bargaining organizations positions when queried on such issues, and

Whereas the Chancellor has met individually with faculty leaders from all faculty groups, including the Academic Senate for California Community Colleges, to promote and gain support for an initiative for roll-over contracts for faculty, and

Whereas the Community College Association and the Community College Council are opposed to roll-over contracts for faculty,

Therefore be it resolved that the Academic Senate for California Community Colleges join its faculty association colleagues, the Community College Association and the Community College Council, in opposition to roll-over contracts for faculty, and

Be it further resolved that the Academic Senate for California Community Colleges urge the Chancellor to cease his promotion of roll-over contracts for faculty in the community colleges, and

Be it finally resolved that the Academic Senate for Community Colleges reaffirm its support of earned tenure grounded in peer review and due process.

MSU Disposition: CCLC, CEOs, CIOs, COFO, ICAS, Board of Governors, Chancellor's Office

1998 FALL SESSION RESOLUTIONS

19.02 F98 **Faculty Perspective of the Future**
Hoke Simpson, Grossmont College, Educational Policies Committee

Whereas historically community colleges were developed to match the strata of post-secondary education to the economic strata of American society, and

Whereas current calls for the restructuring of community colleges reflect an effort to impose the practices of corporate culture on education, thus rendering higher education an extension of the marketplace, and

Whereas the Academic Senate for California Community Colleges has consistently opposed the imposition of the corporate culture on education because this effort loses sight of the primary values that sustain the quality of higher education,

Therefore be it resolved that the Academic Senate for California Community Colleges adopt the paper "The Future of the Community College: A Faculty Perspective," and

Be it further resolved that the Academic Senate for California Community Colleges reaffirm its opposition to the application of corporate models and the use of business metaphors, and

Be it further resolved that the Academic Senate for California Community Colleges adopt the following vision statement for the future of the California Community Colleges, and

Be it further resolved that the Academic Senate for California Community Colleges direct the Executive Committee to carry out Resolution 1.2 S97, which asked the Executive Committee to "formulate a brief . . . vision derived from values and mission," and

Be it finally resolved that the Academic Senate for California Community Colleges direct the Executive Committee to develop and review every 3 - 5 years the vision, goals, mission, and objectives of the Academic Senate.

(Continued on next page.)

MSC Disposition: Local Senates, Executive Committee

1998 FALL SESSION RESOLUTIONS

The Academic Senate for California Community Colleges' Vision for the Future

The faculty's vision for the future is that the California community colleges will be:

- dedicated to the centrality of teaching and learning:
 - centered on teaching as a relational activity;
 - staffed by full-time, tenured faculty;
 - maintained by the tradition of academic freedom, keeping alive a public space for literate discourse in all communities;
 - facilitated by faculty-led curricular processes;
- dedicated to collegial governance through an organized and effective Statewide Academic Senate and local academic senates;
- committed to a comprehensive curriculum and program offerings;
- dedicated to providing a general education of both depth and breadth for all students—connecting them to the diverse traditions of the human community, promoting both ethical reasoning and critical capacities while enabling them to lead richer lives;
- rededicated to the transfer function, which provides for both upward mobility and increased status and provides a workforce for the vital occupations of our communities;
- committed to providing current and complete occupational offerings and preparing students for full participation in economic as well as social and civic life;
- committed to the best thinking and practices regarding interdisciplinary courses and varied teaching strategies, supported by faculty-defined professional development;
- dedicated to an improved and more integrated approach to developmental education to enhance and improve student success;
- responsive to working students faced with multiple and demanding roles in supporting themselves and their children, which would include providing such support services as counseling, matriculation, child care and technology available for their use, and flexible scheduling;
- sufficiently funded to support a high level of student enrollment, to ensure high program standards, and to guarantee universal access without enrollment fees;
- supportive of students' financial needs and sympathetic to their needs as workers, parents, and people in transition;
- dedicated to a respect and appreciation for diversity, to infusing multicultural approaches and perspectives throughout the curriculum, and to hiring practices that result in a faculty reflective of the diverse population of California;
- generative of balanced economic development, including creative but prudent and sound partnerships, with a shared responsibility on the part of business and industry;
- responsive to a range of economic and service needs, of both small and large businesses and public as well as private agencies;
- efficiently administered by educational administrators centered on supporting teaching and learning as their prime commitment;
- rededicated to improved accountability functions of peer review, program review, accreditation and self study, matriculation site visits, and student and community involvement in assessment and planning of college services;
- equipped to promote access to technology and committed to the application of critical thinking skills to determine the effective use and transformation of the many new information technologies for humane ends;
- committed to providing an education that is maximally productive of humane values and that contributes toward students becoming informed, compassionate, and productive members of their communities.

1998 FALL SESSION RESOLUTIONS

19.03 F98 **Retirement Replacements**
Jane Sneed, City College of San Francisco, Area B

Whereas the new State Teachers Retirement System reforms could soon result in a high level of retirements, and

Whereas those retirements could have a substantial and significant impact on existing programs,

Therefore be it resolved that the Academic Senate for California Community Colleges reaffirm its position that colleges continue to follow Title 5 regulations to fill all retirement positions as soon as possible with only full-time tenure-track faculty.

MSU Disposition: CEOs, Local Boards of Trustees, Local Senates,
Executive Committee

19.04 F98 **75/25 Ratio**
Cliff Burns, Sierra College, Area A

Whereas AB 1725 stated a goal of 75% hours of instruction taught by full-time faculty,

Therefore be it resolved that the Academic Senate for California Community Colleges urge the Chancellor's Office to pursue new Program Improvement funds to be added yearly to the base apportionment to raise the percentage of hours of instruction taught by full-time faculty to 75% within the next five years.

MSU Disposition: CCLC, COFO, Board of Governors, Chancellor's
Office, Executive Committee

1998 FALL SESSION RESOLUTIONS

19.07 F98 **Part-time Faculty Office Facilities**
Mary Ann Pacheco, Rio Hondo College

Whereas the California community colleges hire and rehire part-time faculty, and

Whereas the colleges charge students the same per unit price for part-time and full-time faculty, and

Whereas part-time faculty do not have access to the same resources to prepare materials, counsel students, or grade papers as full-time faculty,

Therefore be it resolved that the Academic Senate for California Community Colleges reaffirm its position that part-time faculty be provided with adequate office facilities including desks, phones, computers, and other necessary equipment.

MSU Disposition: CEOs, Local Boards of Trustees, Local Senates,
Executive Committee

19.08 F98 **Faculty Ethics**
Norbert Bischof, Merritt College

Whereas the Academic Senate in 1994 received an ethics policy in the paper entitled "Faculty Ethics: Expanding the AAUP Ethics Statement," and

Whereas this policy was meant to guide the community college faculty in the performance of their duties and their interactions with colleagues, staff, and students, and

Whereas the distribution and the implementation of this policy are important for maintaining professional relations and a good academic climate on campus,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to develop a model for an ethics and professional standards process and committee structure to recommend to local academic senates to help them implement the Academic Senates paper "Faculty Ethics: Expanding the American Association of University Professors (AAUP) Ethics Statement."

MSU Disposition: Executive Committee

1998 FALL SESSION RESOLUTIONS

20. Students

20.01 F98 Fees Impact Study Janis Perry, Santiago Canyon College, Executive Committee

Whereas the political rhetoric of higher education reform focuses on the need to increase fees for community college students, and

Whereas the "2005: A Report of the Task Force for the Chancellor's Consultation Council" document indicates substantial disparate effects on student enrollment when fees are increased, and

Whereas additional political rhetoric suggests through anecdotal accounts that the balance to the impact of high fees is high student financial aid, and

Whereas the Academic Senate for California Community Colleges has historically opposed fees for California community college students,

Therefore be it resolved that the Academic Senate for California Community Colleges reaffirm its commitment to no fees for students, based on studies proving a disparate effect of high fees on student enrollment and access, and

Be it further resolved that the Academic Senate for California Community Colleges oppose the high fee - high aid concept being touted as a solution to funding community colleges, and

Be it finally resolved that the Academic Senate for California Community Colleges direct the Executive Committee to study the effects of increasing fees on student access and success, including the concept of high fee - high aid, and publish a document reporting the results.

MSU Disposition: Executive Committee

20.02 F98 **CalWORKs**
Dan Crump, Los Rios Community College District, Area A

Whereas many CalWORKs students enter college underprepared in basic skills, and

Whereas 12-18 months is not an adequate time to complete most basic skills programs, and

Whereas the federal program Temporary Assistance for Needy Families (TANF) allows 24 months for completion,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to seek changes in California's CalWORKs legislation to increase the work preparation plan completion time to 24 months as allowed by Temporary Assistance for Needy Families (TANF), and

Be it further resolved that the Academic Senate for California Community Colleges recommend that the Chancellor's Office identify effective CalWORKs programs and share these programs with other colleges.

MSU Disposition: Health and Welfare Agency, Governor, Legislature, Chancellor's Office, Executive Committee

1998 FALL SESSION RESOLUTIONS

20.04 **F98 Honors Programs**
Mike Wheeler, Glendale College, Area C

Whereas honors programs have consistently proven an effective path for the recruitment, development, and transfer of community college students, even without extensive state support or assistance,

Therefore be it resolved that the Academic Senate for California Community Colleges urge local academic senates to support the establishment of honors programs at their colleges, and

Be it further resolved that the Academic Senate for California Community Colleges urge local academic senates to promote regional and state faculty organizations that support honors programs, and

Be it finally resolved that the Academic Senate for California Community Colleges direct the Executive Committee to have a breakout at a the 1999 Spring Plenary Session to discuss and present models of good practices for community college honors programs.

MSC Disposition: CEOs, Honors Transfer Council, Local Boards of Trustees, Local Senates, Executive Committee

1998 FALL SESSION RESOLUTIONS

20.05 F98 **Workbased Learning**
P. Darrell Harrison, San Diego Miramar College

Whereas there is a chasm between the world of education and the world of work, and many students are unprepared to minimally function in today's work environment, and

Whereas the traditional education model does not typically integrate academic and occupational education, and

Whereas there is inadequate career guidance or work-based learning opportunities to help student see the connection between the world of education and the world of work, and

Whereas most of the external funding sources available on our campuses today include these issues as priorities,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to establish a task force to develop strategies and guidelines for colleges to implement workbased learning to help students see the connection between education and work, and

Be it further resolved that the Academic Senate for California Community Colleges direct the Executive Committee to have a breakout at the 1999 Spring Plenary Session to present models of good practice for implementing workbased programs, and

Be it finally resolved that the Academic Senate for California Community Colleges direct the Executive Committee to identify and present the various external funding sources already available to use for these purposes.

MSU Disposition: CCCAOE, Chancellor's Office, Executive Committee

SECTION 2

Referred Resolutions

1998 FALL SESSION REFERRED RESOLUTIONS

9.02. R F98 Granting Alternative Associate Degrees David Balogh, Cabrillo College

Whereas students who have completed all transfer requirements and have completed either IGETC or CSU GE-Breadth requirements have met the mission and goals of the California community colleges, and

Whereas these students have completed as rigorous a course of study as those who have completed all of the existing requirements of the Associate degree at an individual college, and

Whereas these students are as deserving of official recognition for their efforts as those students who have completed Associates degree requirements,

Therefore be it resolved that the Academic Senate for California Community Colleges urge local academic senates to support alternative ways to offer Associate degrees to students who have completed admission requirements for transfer AND have completed IGETC or CSU GE-Breadth requirements, and

Be it further resolved that the Academic Senate for Community Colleges urge local academic senates to grant these Associate degrees in a major field if the student has also completed the current major requirements of the existing Associate degree and in liberal arts if the student's course of study has not met a current major requirement.

MSR

1998 FALL SESSION REFERRED RESOLUTIONS

**9.03. R F98 Certificate Approval Process
Wes Bryan, Goldenwest College**

Whereas the Education Code is currently under review, and

Whereas currently the Education Code requires the Board of Governors to approve all new certificate programs, and

Whereas the Chancellor's Office may not be well equipped, funded, or staffed appropriately to conduct these approvals in a timely manner, and

Whereas the local college through its local advisory committee and curricular review process, including approval by the local board of trustees, is in the best position to determine local needs in a timely manner,

Therefore be it resolved that the Academic Senate for California Community Colleges seek to amend the Education Code to transfer the certificate program approval process from the Board of Governors to the local board of trustees, and

Be it further resolved that the Academic Senate for California Community Colleges direct the Executive Committee to bring such recommended language back to the 1999 Spring Plenary Session.

MSR

**17.02. R F98 Scheduling Decisions
Leon Marzillier, Los Angeles Valley College, Area C**

Be it resolved that the Academic Senate for California Community Colleges reaffirm its position that class scheduling decisions are one of the responsibilities of local academic senates under Title 5 §53200 #4 (educational program development), and

Be it further resolved that the Academic Senate for California Community Colleges communicate this resolution to local Chief Executive Officers and Chief Instructional Officers and reinforce this position with local administrators at every opportunity.

MSR

SECTION 3

Failed Resolutions

1998 FALL SESSION FAILED RESOLUTIONS

1.01.01 F98 Substitute for 1.01 - Part-time Faculty on the Executive Committee Carol Stanley-Hall, Butte College, Area A

Whereas Resolution 1.5 S96 was passed to ensure participation of part-time faculty on the Executive Committee of the Academic Senate for California Community Colleges, and

Whereas the paper "Participation of Part-time Faculty on the Executive Committee of the Academic Senate for California Community Colleges" by its own admission does not achieve this goal, and

Whereas the Academic Senate for California Community Colleges cannot truly represent all the faculty of the state without having the insights that a part-time faculty member would bring to the Executive Committee,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to prepare a bylaws change to establish a part-time faculty position on the Executive Committee, such change to be presented at the 1999 Spring Plenary Session.

MSF

1.08 F98 Avoidance of "Loaded Words" Karolyn Hanna, Santa Barbara City College, Area C

Be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to review proposed resolutions so that loaded and adversarial words such as "misguided" (see Resolution 6.02 F98) and "unreadable and not understandable" (see Resolution 3.01 F98) are not used, and in their place more collegial language is substituted.

MSF

1998 FALL SESSION FAILED RESOLUTIONS

- 5.01. 01 F98 Amendment to Resolution 5.01 - Distribution of Partnership for Excellence Funds**
Karolyn Hanna, Santa Barbara City College, Area C

Add after the last resolve:

Be it finally resolved that the Academic Senate for California Community Colleges urge district CEOs to work with local academic senates to develop a process that ensures participation of all appropriate constituent groups in determining allocation of Partnership for Excellence funds in a manner that will achieve system goals of program enhancement and improved student success.

MSF

- 5.03 F98 Partnership for Excellence Money for New Full-time Faculty Hires**
Joan Stroh, Southwestern College, Area D

Whereas the goal of the 75/25 ratio of full-time to part-time hours of instruction has been eroded over the years since the passage of AB1725, to the point where the ratio is 61/39 statewide, and

Whereas Program Improvement funds have not been available to support the hiring of more full-time faculty, but the Partnership for Excellence now makes monies available based on FTES, which, according to the Chancellor, is to be added to the base apportionment, and

Whereas the current President of the Chief Executive Officers Board has urged college presidents not to be overly conservative in spending Partnership for Excellence money, and

Whereas a higher percentage of full-time faculty is clearly related to student success,

Therefore be it resolved that the Academic Senate for California Community Colleges urge local academic senates to petition their boards of trustees to commit at least fifty percent of Partnership for Excellence funds to the hiring of full-time faculty.

MSF

1998 FALL SESSION FAILED RESOLUTIONS

6.06 F98 State Propositions
Roberta Baber, Fresno City College, Area A

Whereas the primary focus of the Academic Senate for California Community Colleges is education and student success, and

Whereas support of, or opposition to, statewide ballot propositions is political and not academic in nature,

Therefore be it resolved that the Academic Senate for Community Colleges refrain from taking positions on ballot propositions.

MSF

10.01 F98 Disciplines List
Mark Lieu, Ohlone College

Whereas some technical disciplines are changing rapidly, and

Whereas computer applications are used in many vocational fields,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to clarify the issues of overlapping content in disciplines in which a Master's degree is not generally required in the field of computer applications, such as office technologies, computer information systems, multimedia studies, graphics and media production/broadcasting technology, and

Be it finally resolved that the Academic Senate for California Community Colleges direct the Executive Committee to further elaborate the examples of the areas included in disciplines for which a Master's degree is not generally required.

MSF

1998 FALL SESSION FAILED RESOLUTIONS

**10.02 F98 Frequency of Review of Minimum Qualifications
Mark Lieu, Ohlone College**

Whereas many disciplines, especially vocational education disciplines, are changing rapidly, and

Whereas AB1725 says, "The Board of Governors shall establish a process to review at least every three years the continued appropriateness of the minimum qualifications,"

Therefore be it resolved that the Academic Senate for California Community Colleges review the minimum qualifications every two years.

MSF

1998 FALL SESSION FAILED RESOLUTIONS

19.05 F98 Single-Course Equivalency
Dennis Smith, Sacramento City College, Area A

Whereas the California Education Code provides for equivalency to the minimum qualifications necessary to apply for employment as faculty in a specific discipline in a community college, and

Whereas many programs or disciplines are unable to attract faculty to teach specific courses because the broad minimum qualifications for a discipline often far exceed the qualifications needed for a specific course, and

Whereas the local academic senates are responsible for establishing and maintaining professional standards for our faculty, programs, and ultimately student success, and

Whereas many colleges and districts grant equivalencies with the intent of these being single-course equivalencies (to allow for specific courses to be offered), yet they are, in fact, full-discipline equivalencies and therefore violate the spirit of the Education Code,

Therefore be it resolved that the Academic Senate for California Community Colleges support the inclusion, in the revision of the California Education Code, of language to provide for the granting of single-course equivalencies, and

Be it further resolved that the Academic Senate for California Community Colleges support the position that any change in the Education Code ensure that the responsibility for the process of determining course-specific equivalencies remains with the Academic Senate for California Community Colleges.

MSF

1998 FALL SESSION FAILED RESOLUTIONS

- 19.06 F98 **Access to the Interview Process**
Mary Ann Pacheco, Rio Hondo College

Whereas many part-time faculty have demonstrated excellence in teaching by receiving consistently positive reviews and being repeatedly rehired, and

Whereas academic departments have demonstrated reliance on part-time faculty as evidenced by repeated rehiring of great number of part-time faculty, and

Whereas students are entitled to equal education from full-time and part-time faculty,

Therefore be it resolved that the Academic Senate for California Community Colleges support part-time faculty rights including, but not limited to, the right to be interviewed for available full-time positions for which they have the appropriate experience and expertise.

MSF

- 20.03 F98 **Underprepared Students**
Mike Wheeler, Glendale College, Area C

Be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to study the problem of underprepared students, including investigating programs throughout the country that are addressing this problem effectively, and

Be it further resolved that the Academic Senate for California Community Colleges direct the Executive Committee to report the results of the study at a future session with specific recommendations to assist underprepared students.

MSF

SECTION 4

Moot Resolutions

1998 FALL SESSION MOOT RESOLUTIONS

- 1.03 F98 **Part-time Faculty Involvement in Governance**
Lynda Corbin, San Diego Mesa College, Area D

Whereas part-time faculty participate in governance involving academic and professional matters at varying degrees in different California community colleges, and

Whereas some colleges have provisions for part-time representatives on local academic senates and many important committees (e.g., hiring and curriculum),

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to examine the levels of participation of part-time faculty in governance at California community colleges, and

Be it further resolved that the Academic Senate for California Community Colleges report its findings at a future session.

Moot (Declared Moot because Resolution 1.01 and 1.02 were adopted.)

SECTION 5

Acronyms

ACRONYMS

Revised 1997

Nothing makes one feel so much an outsider in a group as the use by others of acronyms or initial designations with which one is not familiar. Below are some of the abbreviations pertaining to education which are in common use in this state. Please send suggestions to the Academic Senate Office.

| | |
|--------|---|
| AAC | Association of American Colleges |
| AACC | American Association of Community Colleges |
| AACD | Affirmative Action and Cultural Diversity |
| AAHE | American Association of Higher Education |
| AAO | Affirmative Action Officers |
| AAUP | American Association of University Professors |
| AAUW | American Association of University Women |
| AAWCC | American Association of Women in Community Colleges |
| AB | Assembly Bill |
| ACBO | Association of Chief Business Officers |
| ACCCA | Association of California Community College Administrators |
| ACCE | Association for Community and Continuing Education |
| ACCESS | Action for Community College Enhancement of Student Success (ACT Project) |
| ACCJC | Accrediting Commission for Community and Junior Colleges |
| ACCT | Association of Community College Trustees |
| ACCTLA | Association of California College Tutoring and Learning Assistance |
| ACE | American Council on Education |
| ACR | Assembly Concurrent Resolution |
| ACSA | Association of California School Administrators |
| ACT | American College Testing |
| ACTFL | American Council on the Teaching of Foreign Languages |
| ADA | Americans with Disabilities Act |
| AERA | American Educational Research Association |
| AFDC | Aid to Dependent Children |
| AFT | American Federation of Teachers |
| AGB | Association of Government Boards |
| AGNES | Advisory Group on Need Evaluation Services |
| AHCA | American Health Care Association |
| AIA | Association of Instructional Administrators |
| AICCU | Association of Independent California Colleges and Universities |
| AMA | American Medical Association |
| ANA | American Nurses Association |
| API | Academic Program Improvement (CSU funding & support to programs) |
| APLE | Assumption Programs of Loans of Education |
| AP | Advanced Placement |
| ASB | Associated Student Body |
| ASCCC | Academic Senate for California Community Colleges |

| | |
|----------|---|
| ASCIOs | Academic Senate/Chief Instruction Officers |
| ASSET | Assessment of Skills for Successful Entry and Transfer (ACT) |
| ASSIST | Articulation System to Stimulate Inter-institutional Student Transfer |
| AVA | American Vocational Association |
| BAT | Bureau of Apprenticeship and Training (Federal) |
| BCP | Budget Change Proposal |
| BEOG | Basic Educational Opportunity Grant (also Pell Grant) |
| BLACCC | Black Association of California Community Colleges |
| BOARS | Board of Admissions and Relations with Schools (UC) |
| BOG | Board of Governors |
| BRAIN | Business Resource Assistance and Innovations Network |
| BRN | Board of Registered Nursing |
| BVIT | Bilingual Vocational Instructors Training |
| CAA | College Art Association |
| CAA | College Alliance of Arts |
| CAAJE | Calif. Association of Administration of Justice Educators, Inc. |
| CABE | California Association of Bilingual Educators |
| CACCRAO | California Association of Community Colleges Registration & Admissions Officers |
| CACN | California Association of Colleges of Nursing |
| CACT | Centers for Applied Competitive Technologies |
| CAHA | California Association of Homes for the Aged |
| CAHHS | California Association of Hospitals and Health System |
| CAIR | California Association of Institutional Researchers |
| CAL-SOAP | California Students Opportunity and Access Program |
| CalWORKs | California Work Opportunity and Responsibility for Kids |
| CalSACC | California Student Association of Community Colleges |
| CMC3 | California Math Council of California Community Colleges |
| CAN | California Articulation Number (postsecondary course # system) |
| CAP | Committee on Assessment Procedures |
| CAPED | California Association on Postsecondary Education and Disability |
| CAPI | California Association of Part-Time Instructors |
| CAPP | California Academic Partnership Program |
| CASA | California Association of School Administrators |
| CASFAA | California Association of Student Financial Aid Administrators |
| CASIP | California Supplier Improvement Program |
| CATE | California Association of Teachers of English |
| CATESOL | California Teachers of English to Speakers of Other Languages |
| CAVE | California Association of Vocational Education |
| CB | Collective Bargaining |
| CBO | Community Based Organization (JTPA) |
| CBO | Chief Business Officers |
| CC | Community College |
| CCA | Community College Association (affiliate of CTA) |
| CCC | Community College Council (affiliate of CFT) |
| CCCAOE | California Community College Association of Occupational Education |

| | |
|----------|---|
| CCCCA | California Community Colleges Counselors Association |
| CCCCCSCE | Calif. Community College Council on Community Services and Continuing Educ. |
| CCCCSSAA | California Community College Chief Student Services Administrators Assn. |
| CCCEOPSA | Calif. Community College Extended Opportunity Programs and Services Assn. |
| CCCF | California Community College Foundation |
| CCCHSA | California Community College Health Services Association |
| CCCI | California Community Colleges Independents |
| CCCPA | California Community College Placement Association |
| CCCSAA | California Community College Student Affairs Association |
| CCCSFAAA | California Community College Student Financial Aid Association |
| CCCT | California Community College Trustees |
| CCD | Community College District |
| CCENC | Community College Educators of New Californians |
| CCLC | Community College League of California |
| CCPRO | Community College Public Relations Organization |
| CCUDA | Community College Urban District Association |
| CDE | California Department of Education |
| CEBRAC | California Environmental Business Resource Center |
| CEEB | College Entrance Examination Board |
| CLEP | California Educational Loan Program |
| CEO | Chief Executive Officer |
| CFADS | California Financial Aid Delivery System |
| CFT | California Federation of Teachers |
| CGSLP | California Guaranteed Student Loan Program |
| CHA | California Humanities Association |
| CHE | Consumer Home Economics |
| CHEA | California Higher Education Association (affiliate of CTA/NEA) |
| CHELA | California Higher Education Loan Authority |
| CHRO | Chief Human Resources and Affirmative Action Officers |
| CIO | Chief Instructional Officer |
| CIOCCC | Chief Instructional Office of California Community Colleges |
| CITD | Centers for International Trade Development |
| CLA | California Library Association |
| CLAS | California Loan to Assist Students |
| CLASS | California Library Authority of Systems and Services |
| CLEP | College Level Examination Program |
| CMLEA | California Media and Library Educators Association |
| COA | Commission on Athletics |
| CO | Chancellor Office California Community Colleges |
| COD | Career Opportunities Development |
| COFO | Counsel of Faculty Organizations |
| COFPHE | Capital Outlay Fund for Higher Education |
| COIS | California Occupational Information System |
| COLA | Cost of Living Adjustment |
| C-ONE | California Organization of Nursing Executives |

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| COPA | Council on Postsecondary Accreditation |
| COPES | Community College Occupational Evaluation System |
| CPEC | California Post-secondary Education Commission |
| CPGA | California Personnel and Guidance Association |
| CQI | Complete Quality Improvement |
| CSAC | California Student Aid Commission |
| CSBA | California School Board Association |
| CSEA | California State Employees Association |
| CSEA | California School Employees Association |
| CSLA | California Student Loan Association |
| CSS | California Scholarship Service |
| CSSO | Chief Student Services Officers |
| CSU | California State University |
| CTA | California Teachers Association |
| CWS | California Work Study |
| CYEDA | California Youth Employment and Development Act |
| DAS | Division of Apprenticeship Standards |
| DOC | Directory of Occupational Titles |
| DOF | Department of Finance |
| DSP&S | Disabled Students Programs and Services |
| DVR | Division of Vocational Rehabilitation |
| EBT | Employer Based Training |
| EDA | Economic Development Administration (U.S. Department of Commerce) |
| EDD | Employment Development Department |
| ED>NET | Economic Development Network |
| ECCTYC | English Council of California Two-Year Colleges |
| EERA | Educational Employment Relations Act (K-12 & CCs) |
| EHMT | Environmental Hazardous Materials Technologies |
| EOG | Educational Opportunity Grant |
| EON | Equal Opportunity Network |
| EOP | Educational Opportunity Program (4-year Colleges) |
| EOPS | Extended Opportunity Programs and Services |
| ERIC | Educational Research Information Center (for CCs) |
| ESL | English as a Second Language |
| ET | Environmental Technologies |
| ETI | Evaluation and Training Institute |
| ETP | Employment Training Panel |
| ETS | Educational Testing Service |
| FACCC | Faculty Association of California Community Colleges |
| FAF | Financial Aid Forum |
| FAO | Financial Aid Office (or Officer) |
| FII | Fund for Instructional Improvement |
| FIPSE | Fund for the Improvement of Post-secondary Education |
| FISL | Federally Insured Student Loan |
| FNAR | Financial Need Analysis Report |

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| FSA | Faculty Service Area |
| FTES | Full-Time Equivalent Student |
| GAIN | Greater Avenues for Independence |
| GED | General Educational Development (H.S. equivalency test) |
| GRE | Graduate Record Examination |
| GSL | Guaranteed Student Loan |
| HBCUs | Historically Black Colleges and Universities |
| HCFA | Health Care Financing Administration |
| HEERA | Higher Education Employee Relations Act (CSU & UC) |
| HSA | Health Services Association |
| HUD | Department of Housing and Urban Development |
| I-ECC | Industry-Education Council of California |
| ICAS | Intersegmental Committee of Academic Senates |
| ICC | Intersegmental Coordinating Council |
| IIE | Institute of International Education |
| IJFP | Intersegmental Joint Faculty Project |
| ISFARS | Institutional Student Financial Aid Resources Survey |
| ITV | Instructional Television |
| JACOTI | Joint Articulation Council on Transfer Issues (CSU & CCs) |
| JTPA | Job Training Partnership Act |
| LAO | Legislative Analyst's Office |
| LARC | Learning, Assessment, Retention Consortium |
| LEP | Limited English Proficiency |
| LMI | Labor Market Information |
| LRACCC | Learning Resources Association of California Community Colleges |
| LRFA | La Raza Faculty Association |
| LSAT | Law School Admission Test |
| MACCC | Music Association of California Community Colleges |
| MALDEF | Mexican-American Legal Defense and Education Fund |
| MCAT | Medical College Admission Test |
| MCS | Model Curriculum Standards (K-12) |
| MESA | Mathematics Engineering Science Achievement |
| METPP | Migrant Education Teachers Preparation Program |
| MIS | Management Information System |
| MQ's | Minimum Qualifications |
| NABE | National Association of Bilingual Educator |
| NAFTA | North American Free Trade Assn. |
| NCES | National Center for Educational Statistics |
| NCOE | National Council for Occupational Education (affiliate of AACC) |
| NCSPOD | National Council for Staff Programs & Organizations |
| NCTC | Northern California Telecommunication Consortia |
| NDSL | National Direct Student Loan |
| NEA | National Education Association |
| NEH | National Endowment for the Humanities |
| NISOD | National Institute for Staff & Organizational Development |

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| NIST | National Institute of Standards and Technology |
| NLN | National League for Nursing (national voluntary accrediting body) |
| NSF | National Science Foundation |
| NTI | Non-Traditional Instruction |
| OAL | Office of Administration Law |
| OBRA | Omnibus Budget Reconciliation Act |
| OCR | Office of Civil Rights |
| OSHPD | Office of Statewide Health Planning & Development |
| PAC | Program Advisory Committee |
| PACE | Project for Adult College Education |
| PAVE | Program Assessment of Vocational Education |
| PERB | Public Employment Relations Board |
| PERS | Public Employees Retirement System |
| PIC | Private Industry Council (vocational advisory group) |
| PPE | Private Post-secondary Education |
| PSAT | Preliminary Scholastic Aptitude Test |
| Q&A | Questions and Answers |
| RETES | Refugee Education, Training & Employment Services |
| RFA | Request for Applications |
| RFP | Request for Proposals |
| RHORC | Regional Health occupations Resource Centers |
| ROC/P's | Regional Occupational Center/Programs |
| RP | Research and Planning Group for California Community Colleges |
| SAAC | State Aid Application for California |
| SAM | Student Accountability Model |
| SAT | Scholarship Aptitude Test |
| SB | Senate Bill |
| SBP | Small Business Programs |
| SCAT | School and College Ability Test |
| SCANS | Secretary of Labor's Commission on Achieving Necessary Skills |
| SCILL | Southern California Inter-Library Loan Network |
| SCOPE | State College Organization for Physical Education |
| SCOVE | State Council on Vocational Education |
| SDA | Service Delivery Area (JTPA) |
| SDE | State Department of Education |
| SEED | Supporters of Educational Equity and Diversity |
| SEIU | Service Employees International Union/CSC |
| SEOG | Supplementary Education Opportunity Grant |
| SIP | School Improvement Program |
| SJTCC | State Job Training Coordinating Council |
| SOAP | Student Opportunity and Access Program |
| SPARC | Special Projects Advisory and Review Council |
| SPRE | State Post-secondary Review Entity |
| STC | School To Career |
| STRS | State Teachers Retirement System |

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| STW | School to Work |
| TANF | Temporary Assistance to Needy Families |
| TAP | Transfer Alliance Project |
| TBA | To Be Announced |
| TMI | Technology Mediated Instruction |
| TOEFL | Test of English as a Foreign Language |
| TQM | Total Quality Management |
| TOP-Code | Taxonomy of Programs Code |
| TSLAP | Teacher Shortage Loan Assumption Program |
| UC | University of California (and its branches) |
| UCEP | University Committee on Educational Policy |
| UCUPRE | University Committee on Undergraduate Preparation & Remedial Education (UC) |
| USDE | U.S. Dept. of Education |
| USSP | Underrepresented Special Student Projects |
| VATEA | Vocational and Applied Technology Education act of 1990 |
| WASC | Western Association of Schools and Colleges (Accrediting Commissions) |
| WASFAA | Western Association of Student Financial Aid Administration |
| WCA | Western College Association |
| WICHE | Western Interstate Commission for Higher Education |
| WIN | Work Incentive Program |
| WPL | Workplace Learning Resources |
| WRCBAA | Western Region Council on Black American Affairs |
| WSCH | Weekly Student Contact Hours |
| YEDPA | Youth Employment and Demonstration Project Act |

SECTION 6

List of Delegates

ACADEMIC SENATE VOTING DELEGATES

Fall 1998

| | | | |
|--------------------------------|-----------------------|--------------------------------|--------------------------|
| Alameda, College of | Eddie Loretto | North Orange Co CCD/Noncredit | Marsha Elliott |
| American River College | Charles Honnold | Ohlone College | Mark Wade Lieu |
| Bakersfield College | Toyoshima, Janice | Orange Coast College | Michael Leigh |
| Barstow College | Mark Cauble | Oxnard College | Carmen Guerrero-Calderon |
| Butte College | Carol Stanley Hall | Palo Verde College | Louise Gallan |
| Cabrillo College | David Balogh | Palomar College | Mark Vernoy |
| Canada College | Jacqueline Phillips | Pasadena City College | Ellen Ligons |
| Canyons, College of the | Lea Templar | Peralta CCD | Norbert Bischof |
| Cerritos College | Robert Chester | Rancho Santiago CCD | Rick Manzano |
| Cerro Coso College | Dick Benson | Reedley College | Lacy Barnes-Mileham |
| Chaffey College | June Pichel-Cook | Rio Hondo College | Mary Ann Pacheco |
| Citrus College | James Shannon | Riverside College | Diane Webster |
| Coastline College | Margaret Lovig | Saddleback College | Maureen Smith |
| Columbia College | Lynn Martin | San Bernardino Valley College | Edward Millican |
| Compton College | Loretta Bailes | San Diego City College | Arthur Boyd |
| Contra Costa College | Susan Lamb | San Diego Cont Ed Centers | Joan Wells |
| Contra Costa CCD | Barbara Sawyer | San Diego Mesa College | Corbin, Lynda |
| Cosumnes River College | Rhonda Farley | San Diego Miramar College | P. Darrel Harrison |
| Crafton Hills College | Arnie Kosmatka | San Francisco, City College of | Sneed, Jane |
| Cuesta College | Hugh Platt | San Mateo, College of | Kate Motoyama |
| Cypress College | Jesse Saldana | San Mateo CCD | Patricia Deemer |
| De Anza College | Kathy Plum | Santa Barbara City College | Karolyn Hanna |
| Diablo Valley College | Mark Steidel | Santa Monica College | Fran Manion |
| East Los Angeles College | Alex Immerblum | Santiago Canyon College | Robert Putman |
| El Camino College | Joe Bonanno | Sequoias, College of the | Black, Ellsworth |
| Evergreen Valley College | Bill Jacobs | Shasta College | Chuck Spotts |
| Foothill College | Larry Rouse | Sierra College | Chuck Spotts |
| Foothill DeAnza CCD | Mike McHargue | Skyline College | Elizabeth Chandeer |
| Fresno City College | Sheila Martin | Solano College | Diana Paque |
| Fullerton College | Joe Carrithers | Southwestern College | Joan Stroh |
| Gavilan College | Ken Wagman | West Hills College | David Rengh |
| Glendale College | John Queen | West Los Angeles College | Richard Block |
| Golden West College | Wes Bryan | West Valley College | Jim Wilczak |
| Hartnell College | Kelly M. Locke | West Valley/Mission CCD | Lydia Harris |
| Imperial Valley College | Christen Smith | Yuba College | Leslie Williams |
| Irvine Valley College | Kate Clark | | |
| Lake Tahoe College | Phyllis Shafer | President | Bill Scroggins |
| Lassen College | Ross Stevenson | Vice President | Lee Haggerty |
| Long Beach City College | Janice Tomson | Secretary | Linda Collins |
| Los Angeles City College | Fleur Steinhardt | Treasurer | Dennis Smith |
| Los Angeles CCD | Luther Henderson | Past President | Janis Perry |
| Los Angeles Harbor College | June Burlingame-Smith | Area A | Nancy Silva |
| Los Angeles Mission College | Leslie Milke | Area B | Ian Walton |
| Los Angeles Pierce College | Helen Krahn | Area C | Edith Conn |
| Los Angeles Southwest College | Leonard Apenahier | Area D | Mark Snowwhite |
| Los Angeles Trade Tech College | Chini Johnson-Taylor | At-Large | Beverly Shue |
| Los Angeles Valley College | Leon Marzillier | At-Large | Hoke Simpson |
| Los Medanos College | Lois Yamakoshi | North Representative | Barbara Davis-Lyman |
| Los Rios CCD | Daniel Crump | North Representative | Loretta Hernandez |
| Marin, College of | Marie McCarthy | South Representative | Winston Butler |
| Merced College | Sue Chappell | South Representative | Lina Chen |
| Miracosta College | Brent Pickett | | |
| Mission College | Dianne McKay | | |
| Modesto Junior College | Stephen Stroud | | |
| Monterey Peninsula College | Arellano, Anita | | |
| Moorpark College | Elton Hall | | |
| San Antonio College | Ken Irvine | | |

SECTION 7

Appendices

Occupational Certificate Programs
(Chancellor's Office Approved)

Features

1. Any number of units. Programs of more than 17 units will require CO approval because they can not be regarded as smaller, *skills awards programs*, which are defined (below) as no more than 17 units. Programs of fewer than 18 units may be submitted for CO approval as full *occupational certificate programs* when they meet the following criterion:
The program leads to the establishment of a career. Recognition is established by licensure of a State or Federal agency, official recognition of an accredited vocational organization, or recognition as a career path designated by TOP code and approval by CO with documented labor market need.
2. Includes on the certificate occupationally relevant competencies, if appropriate.
3. Conforms to CO approved models where they exist, although reasonable variations would be allowable.
4. May be advertised in college catalogs or other publications.

Approval Process

1. College curriculum committee reviews for academic integrity, need for program, feasibility of program, compliance with requirements in the *Curriculum Standards Handbook*, and consistency with college mission.
2. Local board approves program on advice from curriculum committee.
3. Chancellor's Office reviews for need for program, appropriateness to mission of the system, and compliance with regulations. The step-by-step details of this process will remain essentially the same as they are presently. However, models for vocational curricula are expected to speed up the review process and encourage greater uniformity of certificate programs among colleges.

Skills Award Programs
(Locally Approved by Curriculum Committee)

Features

1. One or more courses up to a maximum of 17 units (or equivalent) that lead to an *occupationally relevant* set of skills.
2. Recognized as Career "ladder" skills or options. Credit Programs or career breadth opportunities must relate to or be part of occupational certificate programs or degrees with designated TOPS codes. They may be part of an officially recognized skills set (e.g. RN, LVN, POST, ESL).
3. Includes on the certificate relevant competencies, if appropriate.
4. May be advertised in college catalogs or other publications.

Approval Process

1. The proposed program must be approved by discipline faculty.
2. College curriculum committee reviews for academic integrity, compliance with requirements in the *Curriculum Standards Handbook*, consistency with college mission, **meeting a demonstrated need**, and feasibility. Vocational advisory committees and labor market statistics will provide evidence of need for a proposed program. Advisory committees will, where appropriate, also review the content of the proposed curriculum for appropriateness to job requirements. The Academic Senate will develop additional guidelines for local curriculum committees to use in their program approval process as it has done for course approval.
3. A regional coordination structure will review proposed certificate program offerings for meeting the above criteria and discourage unproductive competition and unnecessary duplication.

Additional Suggestions

1. Both of the awards described above will be reported to the Chancellor's Office.
2. Awards or certificates other than those described above will not be officially recognized by the CO. Only those credit and noncredit certificates and skills awards that have gone through one of the above processes can be advertised in college catalogs or other promotional publications as leading to employment.
3. Certificates and awards for non-credit programs will be based on hours of instruction equivalent to those in the credit programs. The CO will develop these equivalencies. Standards that correspond to those for credit certificates and awards will be developed.
4. In response to questions regarding how this proposal might affect CalWORKS programs, the members of the task force could not think of any problems.
5. The Academic Senate has taken a position against supporting basic certificates for basic skills proficiencies at this time. The rationale for this decision is that recognizing basic skills competencies would undercut the intention to maintain a high degree of credibility for occupational certificates. SCANS skills should be included in the career curriculum by being in the content of vocational courses (by infusion).

Changes to “Effective Participation in District and College Governance” and “Assistance to Assure Effective Participation in District and College Governance” Documents Adopted at the 1998 Fall Plenary Session (See resolution 17.01 F98)

**17.01. 01. F98 Amendment to Resolution 17.01
Janis Perry, Santiago Canyon College, Area D**

Therefore be it resolved that the Academic Senate for California Community Colleges replace the response to Question 21 in the "Participating Effectively in District and College Governance" guidelines to the following, which reflects definitions of collegial consultation as defined in the American Association of University Professors (AAUP) policy book:

Collegial consultation requires mutual understanding among the faculty, administration, and the governing board. Such understanding requires an awareness of interdependence, a commitment to communication, and the exchange of ideas as well as a commitment to joint action in the interests of solving educational problems or setting educational policy.

There is no one best method for implementing collegial consultation. Each college tends to develop a culture of its own within which collegial consultation takes place. Nevertheless, a few features seem to be common among those colleges with effective processes.

One such feature is a clearly defined governance structure that includes an organizational chart, charges of the councils or committees, and defined memberships and processes. A regular program should be established for old and new members of the governing board, administration, and faculty to acquaint them with the principles and practices of the collegial consultation structure. When everyone understands how the process works, and the structure is used consistently, it allows for success.

Communication is also a hallmark of a good collegial consultation process. Venues are created for key leaders to discuss matters in formal settings such as a coordinating council. [See Question 18 in the Senate/CCLC document on the role of councils.] Informal meetings can be held between key leaders between formal meetings to further understanding, but official conclusions should be a part of the formal process. All participants must make a conscientious effort to keep one another informed.

**Changes to “Effective Participation in District and College Governance” and “Assistance to Assure Effective Participation in District and College Governance” Documents
Adopted at the 1998 Fall Plenary Session (See resolution 17.01 F98)**

17.01. 01 Continued from previous page.

The need for trust will often be raised in the context of shared decision-making. Trust is fostered when well established principles and practices of collegiality are adhered to by all. In addition, trust can be built by creating opportunities for individuals to establish professional relationships in a variety of venues.

Collegial consultation works best in well-run districts where expertise and delegation of authority is respected, and where representatives are open and honest and are committed to working together for the benefit of the students.

17.01. 02 F98 **Amendment to 17.01 - Guidelines and Technical Assistance
Joan Stroh, Southwestern College, Area D**

Amend to change the answer to Question 9 as follows:

~~No. How the administration is organized may be a matter for wide participation by the affected parties but is outside the scope of the district's responsibility to consult collegially with the senate. However, organizational changes which affect academic and professional matters such as curriculum or faculty role in governance would require consultation with the academic senate.~~

Yes, when the organizational changes affect academic and professional matters, such as curriculum or faculty role in governance, collegial consultation on those matters would be required. How the administration is organized should be a matter for wide participation by affected parties but is outside the scope of the district's responsibility to consult collegially with the senate.

17.01. 03 F98 **Guidelines and Technical Assistance
Michael Leigh, Orange Coast College**

Therefore be it resolved that the Academic Senate for California Community Colleges amend Question 10, paragraph 2, sentence 2, by deleting the word “help.” The sentence would then read: “The academic senate’s role is to shape the processes. . .” (p. 4).

**Changes to “Effective Participation in District and College Governance” and “Assistance to Assure Effective Participation in District and College Governance” Documents
Adopted at the 1998 Fall Plenary Session (See resolution 17.01 F98)**

**17.01.04 F98 Amendment to 17.01 - Guidelines and Technical Assistance
Kate Clark, Irvine Valley College, Area D**

In the document “Assistance to Assure Effective Participation in District and College Governance,” at the end of the fourth paragraph, substitute “college president or district chancellor” for “local CEO” and add “the” before “local academic senate president.”



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)



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